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ABSTRACT

The effectiveness and efficiency of Kenyan educational radio programs for teaching English in Standard 6 classes were assessed in a research project which was undertaken as part of a training program jointly organized by the African Curriculum Organization, the Kenya Institute of Education, the University of Nairobi, and the German Agency for Technical Cooperation. Additional study objectives were to determine the extent of radio program use and examine the problems associated with such use. Teachers of Standard 6 classes in 50 schools in the South Nyanza District who used the English language programs were asked to participate by responding to a questionnaire and by being observed during the presentation of a radio lesson. Data were gathered on such items as content coverage, relevance to pupil workbook, language level, enjoyment and interest, radio reception, dialog quality, support materials, distribution of audio equipment, and the classroom teacher's part in the program presentation. Results indicate that classroom teachers leave the majority of teaching to the radio teacher, when they should be creating an environment to help students use radio instruction effectively and developing their own supplementary materials. It is recommended that programs be designed to stimulate exploratory and critical attitudes and to suggest projects. Appendices include the questionnaire for teachers and the researcher's evaluation scheme, as well as sample exercises for use with radio lessons. (LMM)

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No. 46

OBIERO ON'GAN'GA O.:

AN EVALUATION OF THE EFFECTIVENESS OF RADIO PROGRAMMES IN TEACHING ENGLISH LANGUAGE TO CLASS SIX PUPILS IN PRIMARY SCHOOLS IN SOUTH NYANZA - KENYA

1982

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This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

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UNIVERSITY OF NAIROBI
1982

DEDICATED TO JAVAN OGG'ANG'A
FOR THE PART HE PLAYED IN MY
EDUCATION

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A C K N O W L E D G E M E N T

A research of this kind requires the assistance and co-operation of many educators. It could not have been possible for me to complete this project without the co-operation of over 350 teachers and 12 Education Officers in South Nyanza District. These people gave me the benefit of their knowledge and skills, as well as considerable time and resources to ensure the success of this work. Whatever has been achieved is largely to their credit.

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TABLE OF CONTENTS

		PAGE
	ACKNOWLEDGMENTS	i
	LIST OF TABLES	iii
	DEDICATION	iv
	CHAPTER I	
1.	Background	1
2.	Statement of the problem	4
3.	Objectives of the study	7
4.	Limitation of the study	14
5.	Definition of Terms	18
6.	Review of literature	20
	CHAPTER II	
	Design of the study	24
1.	Sampling procedures	24
2.	Research Instruments	25
3.	Administration of the Research Instruments	26
	CHAPTER III	
	Data Analysis	29
1.	Effectiveness of Radio programme in teaching English Language	29
2.	Efficiency of Radio Programme	34
3.	Utilization of Radio Programme	38
	CHAPTER IV	
	Summary and Conclusions	44
	Appendix I	50
	Appendix II	53
	Appendix III	55
	Bibliography	62

LIST OF TABLES

	PAGE
Table 1	30
Table 2	32
Table 3	34
Table 4	35
Table 5	37
Table 6	38
Table 7	39
Table 8	41
Table 9	42
Table 10	43

CHAPTER 1

PROBLEM ANALYSIS

BACKGROUND

The unit of School Broadcasting was started in Kenya in May 1963. It was originally a part of the old Kenya Broadcasting Corporation, now the Voice of Kenya. In 1965, it was taken over by the Ministry of Education and then attached to Kenya Institute of Education. In 1970, an Inspector of Schools was appointed as Head of Schools Broadcasting, and the unit consequently came directly under the Chief Inspector of Schools.

The primary objective of the School Broadcasting Service was to broadcast educational programmes to schools. In 1963, there were eight programmes for primary schools and four programmes for secondary schools each week. Over the years, broadcast time and the number and range of programmes has increased. The 1976 Radio Timetable for term 2 shows 66 programmes: 27 for primary classes ranging from Standard I to VII; 19 for secondary schools ranging from Form I to VI; 20 for primary school teachers, with seven specifically for Untrained teachers to support their inservice training courses. Currently, schools broadcasts are on the air from 9.30 - 12.00 and 2.10 - 4.30, from Monday to Friday, for eight weeks each school term. As the Educational radio programmes grew in popularity, the need grew also for expanding the programme to give it greater professional status and wider operative scope.

Educational Media Service

Thus out of the existing Schools Broadcasting Division emerged the educational media which came into being in July 1976 as a division of Kenya Institute of Education.

As a division of the Kenya Institute of Education, the Educational Media Service is charged with the production of educational materials as part of Multimedia Curriculum Packages and as elements of projects mounted by other agencies for out of - school audiences.

The key functions of the section include identification of methods and techniques of how radio as a medium can be used most effectively to implement subject syllabuses, identification of suitable scriptwriters - and appropriate artists to produce the programmes.

Media specialists within the section are well qualified teachers who have extra training in audio production and educational technology. They direct artists during studio recordings, write scripts, research into variable preferences of audiences and pretest and posttest programmes to determine their effectiveness. The school subjects covered by this programme include the range in the Social Sciences (Geography, History, Civics etc.) Sciences, home science, health education and language (English and Kiswahili).

Research Area:

South Nyanza is one of the most densily populated districts in Nyanza Province with many different ethnic groups. According to the 1974 census there were about 2 million inhabitants but present demographic estimates put it at about 3 million. It is predominatly inhabited by the Luo community.

The second largest group is the Kuria people. There are other small ethinic groups like Abasuba and the Maragoli people. Hence many different languages are spoken in South Nyanza.

The Chief-town of the District is Homa Bay. There are some other small but important towns like Migori and Awendo. Sugar processing plant at Awendo is the most important industry of the area. Most of the inhabitants of the district are farmers although some are fishermen and others work in different centres as teachers, clerks, factory workers etc.

The District has a District Education Office at Homa Bay manned by the District Basic Education Officer, there is also Ministry of Higher Education Officer. The District has 19 Basic Educational Divisions. The divisional educational offices are manned by Assistant Basic Education Officers. There are about 889 primary schools in the district - with about 6,566 teachers. Amongst these, about 3,000 teachers are untrained.

STATEMENT OF THE PROBLEM:

The purpose of all communication is to ensure that a specified message reaches a target audience. In the case of the mass media audiences are usually large, heterogeneous and anonymous. The communicator does not really "have knowledge of his audience. At best he may have a hazy idea of the audience, for example, their standard. Educational programmes for primary schools are geared for pupils of ages between 7 to 14 years.

A very serious practitioner of mass communication would like, as Christiansen[1] said, to know those he is reaching and whom he is not. If he is reaching some people what do they think of his presentations? How do they react? Is he changing their attitudes, beliefs, and perhaps behaviour? If he is not reaching some people, why not? Is there anything he can do to improve the system?

Thus, the radio - teachers ultimate aim is to be effective so that his audience would derive the stated outcomes and objectives of the programmes. Such success may sometimes be judged purely on the basis of whether an audience has been "reached", or it may be extended to include such things as "understanding" of the lesson, creating a climate for discussions, taking a position regarding an issue (debate); changing an attitude and finally translating the content of the communication into some action suggested by the radio teacher - drama performance, for instance.

So to sum up, for a radio lesson to be effective, the pupils must be reached; they must understand and lastly act as needed by the radio teacher. Most teachers say that the Media Services broadcasting to schools is not effective especially for teaching the English Language. Their reasons are poor reception and that the language used by radio teachers is too difficult for children to understand.

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[1] Arthur Christiansen. Headlines all my life, London, Heinemann, 1961 p. 27

Farrant J.S.[2] states that evaluation of audio visual teaching materials is not yet organized extensively in Africa and that there is a need for more teachers to form groups for the evaluation measures - and that evaluation centres need to be set up. In Kenya, evaluative programmes are organized by Media Service Research Officers visits, they make to schools as evidence of their devotion to duty. Nevertheless, reports from the schools reveal problems that teachers face which need attention.

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[2] J.S. Farrant. Principles and practice of Education, Longman, 1980 - page 334

During the Kenya Institute of Education's Inservice Course for Primary Teachers held at Marsabit on the 2nd to 7th July, 1979, teachers raised complaints about Radio lessons. They categorically stated that radio lessons are not effective. Their reasons were that reception was poor - the language used by radio teacher was rather technical, not according to the level of pupils and was above pupils experience.

K.I.E. Educational Media Service Report on School visits on City Primary Schools on 29th May, 1979, also revealed some problems faced by the teacher on radio lessons as follows:

i) No teachers' notes to guide them in preparation for radio lessons were distributed. Since they had no guide notes, pupils were not prepared fully, for the radio lessons.

ii) Teachers complained of clarity of the radio teacher and the speed of the speech was too high for the children.

iii) Teachers thought the lesson contents were not according to Safari Course Book 3 which the children follow in Standard 6. The Radio teacher included many other matters which they thought were unnecessary.

The Homa Bay meeting held at Homa Bay Primary School on the 17th February, 1982, between some members of Educational Media Service and teachers revealed that support materials had not reached many schools in South Nyanza. The teachers also complained of lack of commitment of certain headmasters who would not even supply batteries or take the radio for repairs. They also mentioned the children's inability to follow the radio teacher.

A definition of effectiveness[3] based solely on presence is indeed a narrow one. In a classroom context the presence of the children in a learning context does not mean that the children are listening, or learning. In an instructional radio setting, the fact that a radio set is on does not mean that it has the attention of the people in the room. Presence is not synonymous with attention or absorption and should not be treated as if it were. Teachers must thoroughly involve themselves to make radio lessons effective, support materials must be used.

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[3] See the definition of effectiveness under definition of terms

OBJECTIVES OF THE STUDY

It is this increased lack of confidence expressed by teachers about the effectiveness of Educational Radio Programmes that has prompted this study in the hope that the cause of ineffectiveness will emerge and solutions suggested. The purpose of this study then is to:-

(a) evaluate current educational radio lessons particularly those on the English Language, with a view to determining their effectiveness and efficiency.

(b) to assess the efficiency of the English Radio Programme

(c) To determine the extent of utilization of English radio programmes and to assess the problems associated with utilization.

In behavioural terms, radio lessons are expected to achieve certain behavioural ends. When these ends are not achieved the validity of the programme begins to be questioned. Some of the behavioural targets are listed as follows:

i) The pupils must be exposed to the advantages of the communication media as a learning tool.

ii) All or most of the pupils must interpret or perceive correctly the skills, values, attitudes and behaviours which the radio teacher is asking of them to acquire and why.

iii) The pupils must remember or retain the gist of the message that the radio teacher is trying to get across.

iv) Pupils may try out, through practice, some of the skills the lesson set out to impart.

The above elements are stressed because we can say that the programme is effective only where these ends are achieved. For those ends to be met, certain techniques of radio instruction must be preceded by the class teacher before and after the radio lessons. The class teacher must work accordingly with the radio teacher. He must take care of the three major phases of the classroom procedure in which the radio is used. These

phases are preparation, reception, and follow-up. The relative importance of each phase will depend largely upon the nature of the broadcast and upon its significance for the particular class which uses it.

1. Preparation

Some teachers unfortunately do not think that the pedagogical principles which apply to instruction generally are applicable also to radio instruction. They take a radio lesson's time as a free period for them. A.L. Achungo[4] states categorically that Educational Broadcasts are not meant to replace or take over from the classroom teacher at all. She further declared that broadcasts should be treated as supplementary teaching aids. Therefore careful preparation, which has been something essential or indispensable for classroom instruction, is of even greater importance when radio is to be used.

The teachers should prepare lessons well in advance according to Broadcast to Schools Notes. Instructional aids required must be brought to class before the broadcast lessons. The radio should be in perfect running condition.

It should be located on a table at the centre so that all can hear and see without strain. Pupils should be prepared as thoroughly for a broadcast as for any class activity. They should understand the significance of the broadcast and should realize that a radio programme is used because it makes some unique contribution to the work of the class not possible or not readily attainable by other means. The extent of the preparation will vary with the nature and purpose of the classroom use of the broadcast.

2. Reception

The teacher having prepared for a broadcast by assembling the materials needed, must now consider the second major phase of classroom procedure, namely, reception. The reception phase will be a listening activity.

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[4] A L. Achungo - Educational Media Service Broadcast to School Annual Notes for Teachers, K.I.E. 1978

Since children learn much language by listening to it attentively [5] the class teacher must ensure an environment conducive to listening activity. Analysis shows that effective listening for the purpose of interpretation usually follows a pattern in which five steps may be identified: readiness, purpose, listening, discussion and evaluation.[6] According to these five steps suggested the class teacher should make sure that the pupils are ready to listen.

They should be told why they should pay attention and listen carefully at the broadcast. At the follow-up stage the children automatically evaluate their own listening standard. Provision must be made against interruption from without, or distractions from within, such as poor ventilation, an overheated room, or uncomfortable seating facilities. These difficulties are not so likely to arise if the class meets in its own room. The volume of the radio should be adequate so that all pupils can hear well. Sometimes, seating of the pupils in half circles about the radio set gives an air of informality and expectancy although such arrangements may disrupt the class and waste a lot of time.

When pupils are properly motivated from the preparation period, inattention and disturbance in the reception phase will be reduced to a minimum. The alert teacher will have an alert, enthusiastic group of pupils eagerly anticipating the broadcast.

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[5] David H. Russel and Elizabeth F. Russell, Listening Aids Through the Grades. Bureau of Publications, Teachers College, Columbia University, New York, 1959

[6] Phyllis Bowers, Beginning in the Language Arts. Canadian Teachers' Professional Library Toronto, 1966, Page 68

3. Follow-up:

Another important step to be considered by the class teachers is the follow-up. Some broadcasts should not be ignored, they should be amplified and supplimented. The teacher should make every effort to derive maximum educational values from every broadcast used. Each pupil should have an opportunity to react to what he has heard. Without proper follow-up the degree of retention will be less.

The Educational Media Service (K.I.E.)[7] Notes for Teachers summarises these processes as:-

Before the broadcast:

(a) The teacher should be well prepared and should make sure that pupils have covered the new language patterns suggested in pupils book before broadcast.

(b) See that the radio is in good working order and that it will give clearest reception for the whole class when the broadcast lesson is on.

(c) Do the pre-broadcast activities given in the teachers notes for successful and effective listening during the broadcast lesson.

During the broadcast:

(a) The teacher should walk around checking whether the children can hear equally well, if not, re-arrange the classroom accordingly.

(b) Try to see or check which children appear to understand or follow the dialogues, dramatizations, repetitions or songs, and which ones do not, so that after the broadcast he can, if possible, give extra help to the children who have problems.

(c) Encourage the children to take part in the pattern drills with confidence and participate with them, take note of any

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[7] Education Media Service, Primary English Std. 6 Notes to Teachers, K.I.E. 1980, Page 4

general mistakes the children make (e.g. incorrect answers, poor intonations, pronunciations and wrong oral forms) and then correct them immediately after the broadcast.

(d) Try to be very alert to instructions given by the radio teacher, instruction[5] may be directed to the class teacher or to the pupils.

After the Broadcast:

(a) Do the follow-up. The pupils may re-act the dramatization they have heard, or re-tell the story or sing the song that was taught.

(b) Give the children further practice in any difficult items like intonations, pronunciations, sentence structures which the teacher noted as causing problems for the children during broadcast.

LIMITATION OF THE STUDY

As Flanders [8] put it, it is almost axiomatic that no matter how much care is exercised in purifying a research design, unwanted variations of teaching patterns erode the progress. This was true with the questionnaires, even after the pilot stage. The researcher had to change the evaluative forms to accommodate other variations. The spontaneity of classroom interraction caused these variations, or lack of skill on the part of the teacher led to inadvertent contamination of the intended teaching behaviour: The radios's abrupt silence in the middle of the lesson or some strange voices appearing, (were very occasional) and forced the class teacher away from a teaching strategy. On one ocassion the radio stopped suddenly in the middle of the lesson and the teacher had to fall back on his usual, (pedagogical), way of teaching.

Sampling Problems:

The sampling was through random selection of 50 standard six classes from different schools. These schools had different backgrounds as far as teachers, pupils and the teaching of English through radio was concerned.

Some of those schools started to use radios only in class four, some in class five and some only in class six. Thus the questionnaire designed had to cover a greatly heterogeneous target population. The teachers to be used had different backgrounds and some were untrained and had never attended any workshop on how to organize radio lessons. So, the more heterogeneous the target population, the more any common elements within it are unlikely to be described in comprehensive and abstract concepts. Thus, a generalization was not easy to reach at the time of data analysis. Suppose, on the other hand,

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[8] Ned A. Flanders, Analysing Teaching Behaviours. Addison - Wesley Pub. Company. London, 1970, Page 382

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that a target population consisted of classrooms in which pupils were approximately equal in ability, of the same age with teachers of the same qualifications, then a possible generalization could be found with one research design. Such problems of generalization prompted lots of alteration on the research design.

Observational Problems:

At least 4 out of 50 schools for observation refused classroom observation. They gave several reasons to excuse themselves from the researcher's observation.

The most common reason among them was that their pupils were weak in English and that they were still trying to bring them up to the mark. Their resistance forced the researchers to select four other schools left out at the first random selection.

Another problem that faced the researcher was the absentism of some class teachers. The researcher went to a school and found that the teacher was away attending a funeral and there was no teacher free to take his lessons. On another day all the schools in the division were out for music festival. Such absentism and interference with the whole school system were un-avoidable and made the researcher waste a lot of time.

Some schools taken for observation by random selection were in isolated areas where accessibility was difficult. Unfortunately, the research was undertaken during the rainy season when the roads to some schools were not passable. This forced the researcher to make long journeys on foot or to pay exorbitant fares to the few "matatus" that ventured to use those routes.

Review Related Literature:

Research on the effectiveness of Radio Programmes in teaching English to primary school pupils in South Nyanza has not been undertaken. The available literature deals with some evaluative reports taken by the Educational Media Services during their routine visits. The research that has been done on the effectiveness of Radio Programmes have covered all programmes and have not been limited to a particular subject area such as English in standard six class. Such studies have tended to be national in scope,

covering all schools in Kenya.

However, some studies undertaken elsewhere have done a commendable job on the topic and have come out with important findings that could be used as the basis for undertaking similar studies and investigations about our situation. Studies undertaken in teaching by radio have revealed that most countries of the world experience similar difficulties and frustrations. Schneider (1954) said that the speed of presentation to an unseen audience is an important factor affecting both comprehension and attention of the pupils. He contended that the span of attention increases with age from over 30 minutes for students over the age of 15. The above conclusion is very important as it does assist or guide us to determine or find out whether primary school pupils in Kenya pay attention to the radio te[illegible]'s 20 minutes broadcasts; if not, why are they not attending? What distracts their attention? And how can we improve it?

Some studies comparing radio lessons with live teaching have also been conducted. To cite a few cases, R.E. Frank with R.E. Iesher did their observation in 1971. Also W.V. Snyder; A.M. Geer with J. Snyder did their observations in 1968. In all their investigations no significant difference in effectiveness was shown. With the exception of the study by Popham (1961) audio-tapes are less popular with students than live lectures. These are very important findings although our research will not involve such comparative investigations.

Reports of research on the instructional effectiveness of the media tended overwhelmingly to conclude that there were no significant differences between, for example, student performance in a class taught by an instructor on the one hand or, on the other hand, by that same instructor on television, radio or audio-tape. A number of comprehensive surveys exist (Chu and Schramm, 1967; Jamison, Suppes and Wells, 1974) on this point, and to quote the conclusions of Jamison, Suppes and Wells (1974, p. 56) here: "Though there is a substantial past history in the use of instructional radio, few studies of its effectiveness exist. A number that do exist were, however, carefully done and they indicate that instructional radio, supplemented with appropriate printed material is about as effective as traditional

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instruction". Despite this potential, the extent to which instructional radio can be substituted for traditional instruction, of actual reaching remains to be rested. Jamision later (1977, p. 14) categorrically accepted that using radio to teach English where teachers are untrained is very effective. This was proved by a research done in Thailand. Faure (1972) stated that radio is the only advance communication technique which has found its proper place in developing countries. He continues that where conditions have permitted, it has become well established and widespread. Yet he seems to think that insufficient educational use is made out of it. This is due to the fact that some teachers employ wrong methods in using radio. This allegation needs to be investigated. He later recommends that because of low cost and greater reliability in all climates of maniature transistor radios, radio broadcasting should be more and more recognized as a particularly suitable medium for educational purposes.

CHAPTER II

DESIGN OF THE STUDY

Sampling Procedures:

The English language is taught in all the Primary Schools in South Nyanza. Because it was impracticable to evaluate the entire teaching of English through radio programmes in all classes from 3 to 7 it was decided that the evaluation be limited to Standard 6 classes only. Therefore, the target population for this investigation was (narrowed down to) Standard 6 classes in South Nyanza District Schools.

Out of 889 primary schools in South Nyanza District about 579 have Standard 6 classes. Among those Standard 6 classes about 425 schools have radios and do take radio lessons.

The sampling was to be through random selection of 50 schools with Standard 6 classes out of 425. This represents twelve per cent of the total. The 50 schools selected are spread throughout South Nyanza District. The researcher was based at Asumbi Teachers' college and to select such schools at random from within the district would have meant unavoidably including schools 100 kilometres from the researchers base.

Such a situation would have involved the researcher in extensive travelling. Bearing in mind that the researcher had three months to complete the project, it became necessary to adopt measures that would minimize wastage of time. Consequently, the sampling of schools for the investigation was restricted to schools within 50 kilometres of Asumbi College. Having thus limited the radius of operation, all the Standard 6 schools which take radio lessons within this radius were listed. The names of the schools to be selected were listed on separate sheets of paper. These were put in a basket and 50 schools were randomly selected.

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[9] Sources from the TAC tutor in-charge of South Nyanza District

Research Instruments:

After determining the random sample, he next decided upon the instruments to be used for data collection and the construction of such instruments. It was resolved that two questionnaire instruments were to be used:

i) one to be administered to the Standard 6 English Language teachers.

ii) the other to be an observational questionnaire for evaluating actual radio lessons.

The two instruments are attached to this paper as appendix 1 and 2.

The researcher sought to provide information on the issues listed in the objectives of this study; In developing the test items, the main issues to be considred were the content of the lessons being taught, the methodology and instructional materials used, and the qualification and experience of the class-teacher. Lastly the infra - structures of the school, the attitudes and motivation of the learners, the suitability and durability of the audio equipment were also considered.

Administration of the Research Instrument

As mentioned earlier, two research instruments were developed; one to be administered to class 6 English Language teachers and the other for classroom evaluation of the actual ongoing radio lessons.

The two instruments were trial tested for determining reliability and validity. 10 different schools in the district, not included in the samples were chosen. An analysis of the data collected from the trial schools showed that the instruments were satisfactory and required only slight modifications. These instruments were further handed to a few knowledgeable friends for critical study with a view to inviting valiable suggestions to improve the quality of the instruments. These suggestions were taken into account in determining the final text of the instruments.

The researcher had a short time and if he posted the questionnaires, he could not be sure that the questions would be returned in time by the respondents to enable him to finish the work in the scheduled time. Accordingly, the researcher undertook the administration of the questionnaire himself to ensure that they reached the 50 teachers. For this purpose the schools were divided into 7 zones of 7 schools each. At the rate of 7 schools a day, the questionnaires were all administered within a week. Fortunately for the researcher, the exercise was undertaken during the school term so it was easy to reach the teachers. Some headmasters of the selected schools were met during their scheduled meetings with their Assistant Basic Education Officers (ABEO).

The second instrument had to be differently administered. This prompted the researcher to solicit the assistance of some colleagues. The team included two lecturers from Asumbi College, the A.B.E.O. Rangwe division and one T.A.C. tutor. But to ensure that there was uniformity in evaluation, the researcher evaluated the same lesson with other evaluators as a trial or sample evaluation to see if they were able to do a satisfactory job.

The sample evaluation was done with each assistant for two lessons. By comparing the evaluation of each item, it was easy to establish whether the assistants' evaluative judgement was similar to that of the researcher. Satisfied that they would each do a satisfactory job, the 50 sample classes were divided into 5 zones and each assessor was given responsibility over one zone. The assistants were given the neighbourhood schools so as to lighten their work. The technique adopted in administering the instrument made us end up with 100% questionnaires returns.

CHAPTER III

I. DATA ANALYSIS

As was stated in chapter I, the objectives of this study were:-

(a) to evaluate the current educational radio lessons English language programme, with a view to determining its effectiveness and

(b) to assess its efficiency

(c) to determine the extent of utilization of radio programmes and to assess the problems associated with the utilization.

According to these objectives two questionnaires were made to assist in collecting data. One questionnaire was administered to 50 Standard 6 English language teachers and the other was an observational instrument used by the researcher. With the second questionnaire, 50 Standard 6 teachers were observed while teaching. The responses obtained were analysed to provide the information on the above objective.

1. EFFECTIVENESS OF RADIO PROGRAMME IN THE TEACHING OF ENGLISH LANGUAGE

The effectiveness of the programme may be defined as the means by which the desired information is transmitted and the message assimilated by the audience. To determine the effectiveness of the programme, the content coverage and relevance should be observed. For the audience's proper assimilation, their language level should be checked so that the radio language used would be of the level of understanding of the clients.

The researcher therefore dealt with this item in four stages:-

1:1 content coverage of the radio programme

1:2 relevance of the content covered by the radio programme to pupils' text-book.

1:3 Language level of the Radio Teacher

1:4 Attention and Enjoyment of the Radio Programme.

Both discussion and tables were used to analysing the objectives.

TABLE 1

CONTENT COVERAGE AND RELEVANCE TO PUPILS' WORK-BOOK

Sampling Responses	Content Coverage		Relevance	
Yes	No. out of 50	%	No. out of 50	%
	26	52	43	86
No	24	48	7	14
Total	50	100	50	100

The above table was drawn according to the information given on items 8 and 9 of the questionnaire for the teachers.

1:1. Content coverage of the radio English lesson

As shown in the first column of Table 1, the 50 teachers investigated were of divided opinions on the issue of the content coverage of the radio programme. 52% accepted that the content coverage was adequate and 48% refused. This is an ambiguous situation although it is true, through the researcher's observation, that the time given for broadcasting is so little that only the most important component of the lesson is covered.

1:2 Relevance of the content covered by the Radio Programme to pupils Text-book

Column two of Table 1 indicates that 86% said that the content covered in radio programme is relevant to Standard 6 English Language text-book.

We therefore conclude that the content covered by the Radio English lesson was relevant to the Standard 6 pupils text-book.

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It shows in general that the content of the work is relevant to the pupils text-book but it is not highly covered. This could be due to the time limitation or the limited understanding of the pupils. It is possible that the content could not be effectively covered due to language level of the pupils. As a result, the radio lesson teacher only puts emphasis on major important parts of items in the contents of the book.

1:3. Language level of the Radio Teacher

The language level of the Radio Teacher as related to language standard of the pupils was examined in items 9 and 10 of the researcher's evaluation scheme and item 10 of the teachers' questionnaires. The respondents covered by the teachers' questionnaires and the observation totalled to 100. Of this number, 54 stated that the language used by the radio teacher was adequately suited to the language level of their pupils in class 6. On the other-hand, 46 of the teachers stated that the language level did not suit them. An analysis of the item 14 of the teachers questionnaire showed that 60% felt that the pupils tend to lose trend of the radio lesson because the radio teacher speaks fast.

Consequently, the pupils fail to follow and understand the broadcast hence causing ineffectiveness on the part of the programme.

1:4. Attention and Enjoyment of the Radio Programme

A programme can be said to be effective only when the audience pay attention and enjoy it. The table below reflects the respondents idea on this objective.

TABLE 2

ENJOYMENT AND ATTENTION TO RADIO PROGRAMME

ENJOYS	DON'T ENJOY
78%	22%

ATTENDS	DON'T ATTEND
52%	48%

The above table was drawn from the information obtained from items 11 and 13 of the teachers questionnaire. According to the table the majority of the teachers accept that their pupils enjoy the radio programmes and more than a half of the respondents said that their pupils do follow the radio programmes. However, in response to item 12 of the same questionnaire, we found out that 78% of the respondents said that their pupils could not follow the radio lessons without their aid. It is therefore clear that teachers should help pupils follow the radio programmes. Without the involvement of teachers, only a few pupils would follow the radio teacher. The same item gave us the information that 24% of the teachers accepted that their pupils follow radio lessons without their aid. But this can be treated as a special case since the schools involved are situated in towns or near colleges and one is a boarding school where English is mainly spoken and the use of radio is common.

From the investigation, if the content coverage has been found to be relevant to the pupils text-book; major aspects of the English structures are covered during radio lessons; language level of the radio teacher can be followed by pupils, especially with the help of classroom teacher; lastly, that the pupils do pay attention and enjoy the lessons; it can then be concluded that the radio programme is effective as a medium of teaching English Language.

II. EFFICIENCY OF RADIO PROGRAMME

The second objective of the study was to assess the efficiency of the English Radio Programme. A radio programme may be efficient in the sense of being valid for its specified purpose. It has to produce a good result and to do this some educational packages must be involved. The programme may however be inefficient in the sense that it may not broadcast at the time required or may not produce a good product (reception may be poor) to the audience. It can be said to be inefficient also when the support materials to back up the programme are not used. Analysis of the questionnaire items that dealt with these issues is shown through discussions and tables, under the following sub-topics:-

2:1. Reception of the Radio Programme.
2:2. Support materials.

2:1. Reception of the Radio Programme

The efficiency of the radio programme can be commended when the lessons taught by the radio teacher are received by the teachers and pupils in their classrooms. Poor reception may result due to lack of interest on the part of the pupils and as a result learning may not take place. Items 14, 15 and 20 respectively, of the researchers' Evaluation scheme deals with these issues.

TABLE 3

RADIO RECEPTION

Responses	Respondents	Percentage
Very clear and audible	21	42
Moderate	18	36
Not audiable	11	22
Total	50	100

The above table is drawn from item 20 of the researcher's evaluation scheme. It shows clearly that in 42% of the schools where the observation was made, the reception was clear and audiable. It was recorded that 36% of the visited schools had moderate reception. In this respect the reception was audible. Only 22% of the stations observed had poor or inaudible reception. Reception sometimes is affected by the weather candition of a place. It could be that the observation was taken in early days of April when weather is not suitable at the research region.

Given that 78% of observed schools total affermative views, it may be concluded that, generally, the radio reception was good and efficient. However the radio teachers may affect the reception by the voices they produce, the dialogue may not be appropriate and natural. This aspect was investigated through the following table:

TABLE 4

AN OBSERVATION OF THE DIALOGUE AND VOICES PRODUCED BY THE RADIO TEACHERS

Sample Responses	Dialogue Produced		Voices Produced	
	No. out of 50	%	No. out of 50	%
Yes	33	66	32	64
No	17	34	18	36
Total	50	100	50	100

As shown in Table 4 above, the responses Item 15 (a), the first column, indicated that for the 50 observations made, 33 recorded good dialogue which was consistent with real life situation and not exaggerated in any way.

On the other hand, 17 observations indicated poor and over exaggerated dialogue produced by the radio teachers. Since 66% of the observations indicate appropriate dialogue produced, it was concluded that the dialogue produced by the radio teachers is good and efficient to serve the purpose intended.

In column 2 of the same table (table 4) 64% of the observations made indicated that the voices produced by the radio teachers were appropriate and natural. Only 36% were not convinced, they had the opinion that radio teacher's helpers did not speak naturally and that the pauses indicated by the radio teacher for the pupils to take part was too short and did not serve any purpose. Although there are some short-comings recorded, we still can conclude that the voices used are appropriate, and natural hence efficient.

From the above table and discussion we found out that the dialogue and the voice produced by the radio teacher are appropriate and efficient enough to make the programme effective. Good reception must be supplimented with support materials for the programme to be fully efficient and effective.

2:2. Support Materials

Support materials include articles like charts, Broadcast to Schools Lesson Notes, Text-books and other learning aids.

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TABLE 5

THE AVAILABILITY OF BROADCAST TO SCHOOLS NOTES

Reception of the B.S.N.*	Respondents	Percentages
a. In time	9	18
b. Late	15	30
c. Very late	6	12
d. Never	20	40
Total	50	100

It is very clear in the above table that only 18% of the 50 teachers got the broadcast to schools Notes in time to organize efficient work with them. The rest 82% either got the Notes late, very late or never got them at all. When we consider items 16 of the same questionnaire we find out that 100% of teachers accepted that Radio Lesson Notes are very necessary. It can then be taken that Broadcast to Schools Notes are not properly distributed. As a result teachers may not efficiently and effectively teach as needed.

The analysis of item 16 (second and last parts) reveals to us that only 22% of the respondent school received other support materials from K.I.E. apart from the Broadcast to School Notes, and that they are issued only once. To relate these findings with item 14 of the Researcher's Evaluation scheme we find that about 42% of the teachers observed had the support materials required for the lesson. Yet it is commented that those teachers only used their text-book as the only support materials. Support materials are therefore lucking in the schools.

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* B.S.N. - Broadcast to Schools Notes

UTILIZATION OF RADIO PROGRAMME AND ASSESSMENT OF PROBLEMS AFFECTING IT

The teaching of English Language through radio can be said to be effective when the programmes are properly utilized. To analyse this aspect, we proceeded to assess how the programme is utilized. We looked at the distribution of audio-equipment and whether they are effectively utilized later. The methods used by the classroom teachers were also evaluated.

3:1. Audio-Equipment

The most commonly used audio equipment in primary schools is the radio. There are some primary schools with cassette recorders. Among the respondent schools, only two had cassette recorders. Since radios are the common media in use in schools, only the distribution of radios in the schools according to item 17 of the teachers questionnaire was investigated.

TABLE 6

DISTRIBUTION OF RADIO SETS

	No. of Radio Sets per school				
	1	2	3	more than 3	Total
Schools	40	7	3	-	50
Functional	40	10	5	-	54
Non-Functional	-	2	5	-	7
Total No. of Radios	40	12	9	-	61

The above table shows the number of schools with radios and the state of those radios whether they are functional or not. The total number of schools covered in this finding was 50. The total number of radios in these schools are 61. Seven radios are non-functional only 54 were in use.

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These figures are evidence that the distribution of radios in these schools is excellent. This conclusion is however misleading if South Nyanza District as a whole is taken. Among the 900 schools in South Nyanza; only 425 schools have radios. This represents only 12% of all schools.

Table 6 also indicates that 40 schools had each only one radio. Some of these schools use double stream classes. According to item 6 of the teacher's questionnaire, over 52% of the schools dealt with had more than 50 pupils per class. Some respondents recorded over 100 pupils sharing one radio. Item 4 of the Researcher's Observation Scheme records that 60% of the schools visited had over 40 pupils in the classrooms. The opinion given on item 5 of the same questionnaire states that 56% of those schools are double stream and use only one radio set for both classes. It is evident that if more than 100 pupils are parked in one classroom for a radio lesson, many of them would not take it seriously, hence the programme may not be properly utilized. Such a congested classroom is not suitable for a radio lesson.

The supply of batteries is one issue worth observing. Many schools do not take radio programmes simply because they cannot buy batteries. Some teachers radios have no cells. The item 20 of teachers' questionnaire deals with this problem.

TABLE 7

SUPPLY OF BATTERIES

Responses	Respondents	Percentage
Whenever required	20	40
Rarely	17	34
Never	13	26
Total	50	100

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It is shown clearly from the above table that only 40% of teachers get batteries whenever they need them. 60% may get them only occasionally or never at all. The problem of inavailability of batteries is genuine and should not be taken lightly. However, this problem can be solved locally by the school committee and Parents Association.

Radios may be available in schools and batteries supply also regular but the programme cannot be properly utilized if the classroom teachers are not following the correct method of organizing radio lessons.

3:2. The Class teacher's part in the Programme

Proper utility of the programme depends on how the teachers handle their classes during the programme. To deal with this problem calls for a study of items that show the methodology used by the teachers. The findings are recorded in the items 17, 18, 19, 21, 22 and 24 of the researcher's observation scheme.

Item 17 shows that only 48% of the teachers observed prepared children for radio lesson through introduction. The rest 52% started their lesson without introduction. It is clear that pupils in these classes did not know what the radio teacher was going to talk about. In item 18, the observer had the opinion that 74% of the teachers observed had not covered the new language patterns that were to be taken by the radio teacher; so they were going to meet them for the first time.

From these responses it can be concluded that most of the teachers do not prepare lesson plans for radio programmes and that they do not prepare their pupils for radio lessons

Consequently, the programme is not properly utilized because very few pupils can gain from a disorganized programme.

It was earlier stated that for a radio programme to be effectively and properly utilized the three methodological steps must be followed. These are: teachers must introduce their lessons properly, then work with the pupils during the broadcast and lastly, do the follow up.

TABLE 8

TEACHERS WHO WORKED AND ENCOURAGED PUPILS DURING THE BROADCAST

Sample Responses	Encouraging in pattern drills	
	No. out of 50	Percentage
Yes accordingly	14	28
Not very much	15	30
Not at all	21	42
Total	50	100

The above table is drawn according to item 22 of the researcher's observation scheme. We found that only 28% of the teachers encouraged and helped the pupils on the pattern drills during the broadcast actively. Of the rest, 30% did not act accordingly and 42% did not work with the pupils. Because 58% of all the teachers at least tried, we cannot conclude that it is poorly done. But because pattern drilling is the core of teaching English patterns, we may say that many pupils did not benefit much from the programme.

The last and also very important step is follow-up. Item 23 reveals that only 28% of the teachers did the follow-up. The bold conclution can now be made that proper methodology is not generally followed, consequently utilization is low.

It may be important to see how grade differences and experience of the teachers observed affected their methodology.

TABLE 9

HOW GRADE AFFECTED THE METHODOLOGY USED DURING THE RADIO PROGRAMME IN THE CLASSROOM OBSERVED

GRADE	NO. OF TEACHERS	STEPS IN METHODOLOGY			
		Introduction	Working with pupils during the broadcast	Follow up	Assignment on lesson covered
S1	1	1	-	1	-
P1	14	12	10	9	2
P2	13	4	11	3	4
P3	6	1	4	-	-
Untrained	16	6	4	1	-
Total	50 50	24	29	14	6

According to the above table the set methods as indicated Chapter one of this project, were observed. It was discovered that out of 50 teachers, 24 did the introduction. Most of them were P1's and one S1. The majority of the teachers that worked with pupils were P1 and P2 and only greater number of P1 did the follow up. P3 and untrained teachers did no follow up. Thus it is fair to conclude that only the high grade teachers do follow the correct methodology.

An examination of the teaching experience was done to see whether experience does affect methodology used by teachers

TABLE 10

GENERAL INFORMATION ON THE EXPERIENCE OF THE TEACHERS SEEN DURING THE OBSERVATION

GRADE	EXPERIENCE (YEARS)				
	1-5	6-10	11-15	Over 15	Total
S1	-	1	-	-	1
P1	10	4	-	-	14
P2	8	3	2	-	13
P3	-	4	1	1	6
Untrained	11	5	-	-	16
Total	29	17	3	1	50

Out of 50 teachers observed the majority were newly employed teachers. Of the total, 29 had worked between 1 to 5 years and 17 had an experience of 6 to 10 years. Only some two P2 and two P3 had worked over 11 years. This proves that most of the teachers are young men who could work energetically. And apart from the the 16 untrained teachers, the rest should have followed the new trend of organizing radio lessons. The possible causes of this failing on the part of the more experienced teachers may be when that supervision is lacking or insevice courses to help the teacher work more efficiently have not been undertaken.

CHAPTER IV

SUMMARY AND CONCLUSIONS

SUMMARY

Radio was introduced into schools in Kenya in 1963 as an Instructional Medium. It's appearance created a great deal of interest but education did not seem to be ready for it and it did not become an effective instructional medium as it might have been. This happened partly because the teachers failed to recognize fully its potential and too often it was used as a substitute for, rather than as complement or a supplement to teaching. With changing of the dpartment from Broadcast to Schools to Educational Media Service in 1976 and its hosting at Kenya Institute of Education, more educators have been involved to make better use of it. The production of educational materials as a part of Multi-media Curriculum packages has increased its effectiveness accordingly. The new setting has also promoted research to further its improvement. Many researchers have then given important findings e.g. study of the attitudes of Teachers and pupils towards History teaching by Radio in Nairobi Primary Schools by Esther Owiga[10] concludes that the radio is now serving a vital role in history teaching.

Consequently, other areas had to be explored for further better use of radio into our school system. This prompted this research on the effectiveness of the use of radio for teaching English Language, hoping that the finding will be useful not only to English Language teachers, but also to other subject matters and programme administrators.

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[10] A.C.O. Research Projects 1981

CONCLUSIONS

Let us now look at some of the broad generalizations which have come out of the research. Most of these findings, it must be remembered, have come from short-term studies because of the difficulty of conducting long-term studies.

1. The classroom teacher and the Radio Teacher

Through several observations, classroom teachers seem to be leaving the major job of teaching to the radio teacher. The classroom teacher should be responsible for creating an environment for learning that helps pupils to make the most effective use of radio instruction. What the classroom teacher must understand is that, when the radio does function as an agent of change, in teaching, say, sentence pattern; pronounciation; comprehension or composition, one of two conditions likely to exist are:

(a) the mediating factors will be found to be in operation and the effect of the media will then be direct or

(b) the mediating factors, which normally favour reinforcement will be found to be themselves impelling towards change.

So, in this respect, communication situation is very important. The teacher must mediate properly with the use of packages to make change possible to the learners. If the teacher is inoperative the radio teacher will communicate direct with the pupils, whose language capabilities and their level of understanding he does not know. Hence may not make them learn.

If the teacher is operative he will mediate and marshall the class during the broadcast to reinforce what is being conveyed by the radio teacher and learning will take place. In the latter case, the change is inevitable, pupils will change accordingly. But teachers must change first, they must master what is to be taught by the radio teacher and then help pupils also to do so.

What the teachers should do is to keep themselves informed by radio programmes available according to Radio Broadcast lesson Notes. They should plan radio lessons which make a unique contribution in the teaching of the subject. It is revealed in the findings that 68% of the teachers observed did not prepare lesson notes according to the Broadcast to Schools Notes. This proves that they, actually did not know the steps the radio teacher was going to take. It is advisable that the classroom teacher should have access to the Broadcast Notes and practice some of the English patterns during their regular classes in advance of the broadcast. This will help the pupils to master quickly some drills e.g. of reported speech or conditional sentences that they are supposed to say at a short pause of the radio teacher during the broadcasting. In this respect, pre-study of the lesson materials is very important for the classroom teacher. The pupils should know exactly what they should learn from the radio and listen intently on just that. Their attention span will be kept intact if they know what they are looking forward to catch. They can only participate in the radio teacher's activities if they know about those activities.

The pupils should be inspired and encouraged by both the radio lesson and the classroom teacher to draw some valid conclusions from what they have learned in the lesson. They should be able to evaluate the radio teacher and discuss about the programme, talk about what they were expecting that didn't come out properly. Thorough follow-up must be made if possible: some projects to be completed or some written work to be done.

2. Communication Packages

Mass communication ordinarily does not provide the single and direct cause of audience effects but rather functions among and through a nexus of mediating factors and influences (we have alfeady summed up these factors). Communication packages, are therefore very important. While it is the duty

of E.M.S. to provide these packages, the researcher suggests that teachers should not leave this to E.M.S. alone. They know exactly what their pupils need and should design the aids accordingly through studying the Broadcast to School Notes. During observation, one teacher who had few Safari English Books for his class, failed to organize Lesson 8 properly. He knew he had few books and the children were going to be asked to see the pictures. What he could have done is to draw the pictures on the blackboard or on sugar-papers in advance for the pupils to see. The teachers should prepare the much they can while E.M.S. should also intesify their part in printing of brochures and posters, pictures and charts and send them to schools earlier enough for teachers to use during broadcasts.

3. E.M.S. Programme Administrators

Through the observation and data analysed the type of programmes produced by E.M.S. are those that end only with the particular lessons. They never give classroom teachers and pupils time to think about them in future. The researcher recommends some types of programmes that are designed to develop exploratory and critical attitudes that lead pupils to discover things for themselves in the same or related fields for knowledge. Some projects should be included in the programmes that pupils should work on. If necessary, some completed projects from schools should be forwarded to the E.M.S through Inspectorare of schools and T.A.C. tutors for their observation and recommendations. In English, a programme can be designed to introduce a debate for the children. The debate can be organized by the classroom teacher the next lesson after the broadcast. In this case, the work of the radio teacher is only to introduce the debate. Such programmes like "A visit to the show" "The Robbery", *could fit good drummer' project. Pupils could fully participate and hence inprove their language performance - rather than sitting in the classroom and listening to the radio teacher alone. Table 2 shows that about 48% of the respondents accept that their pupils do not attend fully to the broadcast

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*See Appendix III. Broadcast to school Lesson Notes page 31

12See Appendix III Lesson 5 & 7

up to the end. And that is a very big percentage. The programmes should be designed such that after one term teachers should be able to exhibit materials or stage games and dramas learnt through radio lessons. These should be available to any visitor who visits the school.

Radio is a medium which should lend itself to pupil activities during the lesson. Pupils should therefore be encouraged to work out problems which are being discussed in the lesson. The active participation of the student can be achieved by a properly designed programme for that purpose. The series of radio programmes should be filled by projects to be accomplished. The radio teacher should dwell on the techniques and stimulate the pupils to accomplish the designed projects.

Lastly, the radio teacher should be someone who knows what he wants the pupils to be able to do at the end of the learning experience. To reproduce the remark one Education Officer made "there is very little interraction between the radio teacher and the pupils and the classroom teachers". Not enough feed back is taken to the programme administrators. The radio teacher should not be just a reader but a teacher who sees the end product received from his lessons should be tangible, that he can march from the studio after some days, to schools and find for himself whether what he taught was being used in schools. The product should be a relevant contribution to a further learning experience.

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APPENDIX I

AN EVALUATION OF THE EFFECTIVENESS OF RADIO PROGRAMMES IN TEACHING ENGLISH LANGUAGE

QUESTIONNAIR FOR TEACHERS

This questionnaire is to be completed by the Class 6 English Language teachers, those who are dealing with Radio Lessons only.

Answer all questions as faithfully as you can

1. GENERAL INFORMATION:

1. Educational Division .....
   Name of the School .....
2. Sex (put a tick) Male ( ) Female ( )
3. Experience in teaching ..... Years
   Grade of the teacher .....
4. Trained Teacher (tick) ( )
5. Untrained Teacher (tick) ( )
6. Number of pupils in your classroom .....
7. Write Yes or No against the following questions about your classroom:-
   a) Is your classroom large enough to accommodate all the pupils comfortably .....
   b) Is your classroom well built with walls .....; closeable windows .....
   c) Do you organize your classes under the trees or any other shades .....
   d) Do you have enough desks in your classroom for all your pupils? .....

II. CONTENT OF THE SUBJECT AND THE RADIO TEACHER

(Write Yes or No)

8. Does the radio teacher cover the content of the lesson fully according to the pupils' text-book? .....
9. Are the topics covered by the radio teacher relevant to topics in pupils' text-books? .....
10. Is the language used by radio teacher according to the standard of the pupils in your classroom? .....

III. CHILDREN IN THE CLASS:

(Write Yes or NO)

11. Do the children enjoy radio Lesson English programme .....

12. Do they follow radio teacher's instructions without your aid .....

13. Do pupils pay attention fully to the broadcas upto the end .....

14. If NO then what do you think distracts their attention?

.....

.....

IV. SUPPORT MATERIALS:

(Tick whenever necessary)

15. Do you get Broadcasts to schools Lesson Notes:-

a) in time ( )
b) late ( )
c) very late ( )
d) never ( )

16. i) Are the radio lesson notes (Broadcast to Schools Notes)

a) necessary ( )
b) not necessary ( )
c) useless ( )

ii) What other support materials do you receive for your English radio lessons from KIE .....

.....

.....

iii) How often do you get them

a) very oftern ( )
b) rarely ( )
c) never ( )

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V. AUDIO - EQUIPMENT:

17. How many Radio sets do you have in the School

.....

a) Number of functionable sets .....

b) Number of unfunctionable sets .....

(Tick whenever necessary)

18. a) Do you have school tape-recorders Yes ( )
NO ( )

b) Are they in working order Yes ( )
No ( )

19. Do you use them

a) frequently ( )

b) sometimes ( )

c) never ( )

20. How often do you get batteries:-

a) whenever we require ( )

b) rarely ( )

c) never ( )

TEACHERS SUGGESTIONS

VI. Please write briefly your suggestion on some ways to improve this programme. (Use the opposite side of this paper).

APPENDIX II

AN EVALUATION OF THE EFFECTIVENESS OF RADIO PROGRAMMES IN TEACHING ENGLISH LANGUAGE

RESEARCHER'S EVALUATION SCHEME

A. GENERAL INFORMATION:

1. School ..... Division .....
2. Sex of the teacher ..... Grade .....
3. Experience in Teaching ..... Years
4. Number of pupils in the classroom .....
5. Brief comments on the condition (e.g. sitting arrangements, walls, condition of the radio, and other physical distractor) of the pupils in the classroom that can interfere with their full use of the radio programme
   .....
   .....
   .....
   .....

B. SYLLABUS AND SCHEME OF WORK (

(Write Yes of No)

6. Has the class teacher a Radio Lesson Notes (current Broadcast to School Notes) .....
7. The teacher prepared his/her own lesson plan in line with the Broadcast to Scholl Notes .....
8. Any other comments to be made .....
   .....
   .....

C. THE CONTENT OF THE SUBJECT:

(Put a Tick)

9. The content of the radio lesson was:-
   i) too much ( )
   ii) tOO little ( )
   iii) reasonable ( )
10. Through the pupils' participation in the class during

the radio lesson, the language used by the radio teacher was:-

i) according to their level ( )

ii) above their level ( )

11. Any other observations .....
.....
.....
.....

12. a) Was there any written work given to the pupils after the radio lesson ..... Yes/No.....

b) Were the exercises given to the children in line with the exercise in their text-book .....Yes/No.....

13. Any other observations: .....
.....

GENERAL OBSERVATION ON PRODUCTION AND SUPPORT MATERIALS:

(Write Yes or No and then comment at the space provide)

14. The materials required were available for use in the classroom and were used accordingly .....Yes/No ....

Comment: .....
.....

15. a) The dialogue produced by radio teacher/helpers was consistent with real life situation, not over exaggerated, ... Yes/No .....

b) Were the voices used in the dialogue appropriate and natural ..... Yes/No .....
If not, what aspect of it should be improved .....
.....
.....
.....

16. Briefly write any other comments you would like to put forward:-
.....
.....
.....
.....

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During the K.I.E.'s inservice course for Primary Teachers held at Marsabit on the 2nd to 7th July, 1979, teachers raised complaints about Radio lessons. They categorically stated that radio lessons are not affective. Their reasons were that reception was poor - the language used by radio teacher was rather technical, not according to the level of pupils and was above pupils experience.

K.I.E. Educational Media Service Report on School visits on City Primary Schools on 29th May, 1979, also revealed some problems faced by the teacher on radio lessons as follows:

i) No teachers' notes to guide them in preparation for radio lessons were distributed. Since they had no guide notes, pupils were not prepared fully, for the radio lessons.

ii) Teachers complained of clarity of the radio teacher and the speed of the speech was too high for the children.

iii) Teachers thought that the lesson contents were not according to Safari Course Book 3 which the children follow in Standar 6. The Radio teacher included many other matters which they thought were unnecessary.

The Homa Bay meeting held at Homa Bay Primary School on the 17th February, 1982, between some members of Educational Media Service and teachers revealed that support materials had not reached many schools in South Nyanza. The teachers also complained of lack of commitment of certain headmasters who would not even supply batteries or take the radio for repairs. They also mentioned the children's inability to follow the radio teacher.

A definition of effectiveness[3] based solely on presence is indeed a narrow one. In a classroom context the presence of the children in a learning context does not mean that the children are listening, or learning. In an instructional radio setting, the fact that a radio set is on does not mean that it has the attention of the people in the room. Presence is not synonymous with attention or absorption and should not be treated as if it were. Teachers must thoroughly involve themselves to make radio lessons effective, support materials must be used.

The Class teacher's part in the programme

17. Did the classteacher prepare children for radio lesson through introduction .....Yes/No.....

18. Through your observation, do you think the teacher and the children had covered the new language patterns and done the exercise to be taken by the radio teacher ..... Yes/No .....

19. Was the radio put in a good position for the whole class to hear before the broadcast .....Yes/No.

20. Did it give clear reception for the whole class when the broadcast lesson was on .....

    a) Very clear and audible

    b) Moderate

    c) Not audible to all the class members

21. During the broadcast did the class teacher walk around checking that children can hear equally well .....Yes/No

22. Did the class teacher encourage the children to take part in the pattern drills with confidence .....

    a) Yes accordingly

    b) Not very much

    c) Not at all

ii) Did he take note of any general mistakes the children made .....Yes/No .....

    a) If yes, did he correct the mistakes immediately after the broadcast .....Yes/No .....

23. After the broadcast did the teacher form a follow-up by asking children of varying abilities to act part of the dramatization they have heard or re-tell the story or sing the song that was taught .....Yes/No.....

24. Did the teacher give children further practice in any difficult items like intonations, pronounciations, sentence structures which you (the evaluator) noted as causing problems to the children during the broadcast lesson..... .....Yes/No .....

25. Any other comments you would like to make.

.....

.....

.....

.....

APPENDIX III

ENGLISH TERM 2

PRIMARY STD. VI

SAFARI COURSE: BOOK 3-PART 2

LESSON 1. "A CURE FOR CHARLES"

THEME: HEALTH AND HYGIENE

SUMMARY:

The programme is adopted from the play "A cure for Charles", which appears in the Children's Book, pages 104-9. Charles does not want to go to school because he has not finished his arithmetic homework and so pretends to be sick. Agnes, his sister, realizes he is only pretending. Their cousins Hepsibah and John call, and Agnes asks them in a whisper how she can persuade him to get up. Telling him to close his eyes in case the disease makes him blind, Hepsibah and John say they will fetch a clever doctor who has recently moved into the district, and they leave the room. While they are outside, Charles asks Agnes what kind of treatment he should follow (DRILL A). John and Hepsibah return; John pretends he is a doctor and says he remembers a similar case although Charles' is more serious (DRILL B). He decides he will fetch a sharp knife, panga and saw to operate. Charles immediately "recovers", telling Agnes how much better he feels (DRILL C) and gets up at once to play outside.

LANGUAGE: BOOK 3 TERM 2 UNIT 1

DRILLS

(A) Tell + N + what/where/when to .....

Example:-

The doctor will tell you what to eat.

1. CHARLES:

(a) Shall I eat bananas or sweets?

(Bell): .....

AGNES (correct answer): The doctor will tell you what eat.

2. CHARLES:

(a) Shall I go to the hospital or the dispensary?

(Bell): .....

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AGNES (correct answer): The doctor will tell you where to go.

3. CHARLES:

(a) Shall I take medicine before or after breakfast?

(b) Shall I lie in the sun or the shade?

(c) Shall I go back to school this week or next week?

(d) Shall I drink soda or milk?

(B) Degree of comparison: as .....as. .....er irregulars.

1. HEPSIBAH:

(a) Is this patient's temperature as high as the other man's?

(Bell): .....

JOHN (correct answer): It is higher

2. HEPSIBAH:

(a) Are his eyes as dull as the other man's?

(Bell): .....

JOHN (correct answer): They're duller.

3. HEPSIBAH:

(a) Is his pulse as fast as the other man's

(b) Is his back as bad as the other man's?

(c) Is his voice as weak as the other man's?

(d) Are his hands as hot as the other man's?

(C) Degree of comparison: comparatives in .....er and irregulars: adjectives, opposites.

1. AGNES:

(a) Your temperature was high.

(Bell) .....

CHARLES (correct answer): But it's much lower now.

2. AGNES:

(a) Your eyes were dull.

(Bell): .....

CHARLES (correct answer): But they're much brighter now.

3. AGNES:

(a) Your pulse was fast.

(b) Your back was bad.

(c) Your voice was weak.

(d) Your hands were hot.

LESSON 2. "IN THE DISPENSARY"

THEME: HEALTH AND HYGIENE

SUMMARY:

The programme is based on the story "Nothing Wrong" which appears on pages 112-6 of the Children's Book, and the puzzle "Can you find them?" (Page 110). The nurse in the dispensary is always kept very busy by patients like Mrs Kelele, who often makes problems. She is a regular visitor and imagines she has every disease under the sun (DRILL A). On this occasion, she thinks she has been poisoned by a neighbour and goes outside to quarrel with her; just then Wanjiku and her grandmother arrive and are shown where to sit. Shortly afterwards, the doctor enters and asks the nurse what is wrong with the nine Primary School Children who are waiting. The nurse tells him (DRILL B-see page 110 of Children's Book). The nurse is very anxious about Wanjiku's grandmother and wants her to see the doctor quickly (DRILL C). The old lady is taken inside and examined carefully but the doctor cannot find anything wrong with her. When Wanjiku hears the good news, she is not surprised-she is the one who is sick, her grandmother only came to wait with her!

LANGUAGE BOOK 2 TERM 2 UNIT 1

(A) Comparatives with "More"

1. NURSE:
   (a) Your feet seem very swollen
   (Bell): .....
   MRS. KELELE (correct answer): But mine are more swollen
2. NURSE:
   (a) Your back seems very bent
   (Bell): .....
   MRS. KELELE (correct answer): But mine is more bent.
3. NURSE:
   (a) Your eyes seem very watery.
   (b) Your arm seems very bruised.
   (c) Your cough seems very serious.
   (d) Your ankles seem very painful.

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(B) "Whose" as a relative pronoun

Example:-

The child whose nose often bleeds.

1. DOCTOR:
   (a) What's the matter with the girl on the left?
   (Bell): .....
   NURSE (correct answer): She's the girl whose finger's cut.
2. DOCTOR:
   (a) What's the matter with the boy on the right, on the box?
   (Bell): .....
   NURSE (correct answer): He's the boy whose knee hurts.
3. DOCTOR:
   (a) What's the matter with the boy with the handkerchief?
   (b) What's the matter with the boy with the glasses?
   (c) What's the matter with the boy on the right?
   (d) What's the matter with the boy on the left, on the box?

(C) Superlatives in .....est

1. DOCTOR:
   (a) Do you think she's sick?
   (Bell): .....
   NURSE (correct answer): She looks the sickest here.
2. DOCTOR:
   (a) Do you think she's very old?
   (Bell): .....
   NURSE (correct answer) She looks the oldest here.
3. DOCTOR:
   (a) Do you think she's very weak?
   (b) Do you think she's very poor?
   (c) Do you think she's very unhappy?

LESSON 3."JOSEPH IN TOWN"

THEME: TOWN LIFE

SUMMARY:

The programme is based on the story "Lost (Children's Book, pages 126-9), "Seeing the Town" (page 122) and "Meeting at the Football Stadium" (page 130). Joseph who lives in the country, is invited by his cousin Simon to spend his half-term holiday with him in the town:

Joseph's father agrees for him to go. One day, Simon's mother needs some fish and Joseph offers to buy it at the market. He is very careful to take note of the way and cannot understand how he gets lost going home. A stranger tries to help him but Joseph does not know his cousin's address. After two hours, Simon appears; he points out to Joseph that there are two entrances to the market and he has confused them. The next day Simon has been promised a free ticket to a football match by a player called Nathan, if he will help him in his restaurant. Simon is worried that Joseph will get lost again if he arranges to meet him at the entrance to the Stadium. Joseph protests he won't but Simon says nothing. Joseph's promise turns out to be true (DRILL A). In the end they do make arrangements to meet outside (DRILL B-see Children's Book, page 122). When Joseph arrives a few minuted late there is no sign of Simon: instead he sees the stranger again. Simon arrives out of breath and apologetic, he explains his delay and Joseph tells Simon why he was late too (DRILL C). They all go into the match: the ball is kicked into the crowd and Joseph returns it to Nathan, who scores a beautiful goal. The stranger buys both boys something to drink to celebrate.

LANGUAGE: BOOK 3 TERM 2 UNIT 2

DRILLS

(A) Reported speech (N.B. indicates special stress).

1. JOSEPH:

   (a) I'll find the way easily.

   (Bell): .....

   PRESENTER (correct answer): He said he'd find the way easily but he didn't.

2. JOSEPH:

   (a) I won't get lost

   (Bell): .....

   PRESENTER (correct answer): He said he wouldn't get lost - but he did

3. JOSEPH:

   (a) I'll remember the way.

   (b) I'll come back soon

   (c) I won't take long

   (d) I won't forget the roads.

(B) Reported speech - see Children's Book, page 122

1. JOSEPH:

   (a) I'm looking for my cousin. He said he'd

   (Bell): .....

   JOSEPH: He said he'd meet me at the Football Stadium

2. JOSEPH:

   (a) He told me he'd

   (Bell): .....

   JOSEPH: He told me he'd wait for me at the entrance and he'd show me round.

3. JOSEPH:

   (a) I thought he'd

   (Bell): .....

   JOSEPH: I thought he'd bring his free ticket, we'd watch the game for half an hour and then walk back home.

(C) Conditional tense in sentences such as: The key wouldn't (See Children's Book, page 130).

1. SIMON: I wanted to pay for my meal quickly .....

   (Bell): .....

   SIMON: but the waiter wouldn't bring the bill.

2. SIMON: I wanted to look at the time .....

   (Bell): .....

   SIMON: -but my watch wouldn't work

3. SIMON: I wanted to cross the road .....
4. SIMON: I wanted to catch the bus .....
5. JOSEPH: I wanted to lock the door.....
6. JOSEPH: I wanted to ask the way .....
7. JOSEPH: I wanted to get a free ticket .....
8. JOSEPH: I wanted to wait inside .....

LESSON 4. "MOMBASA ISLAND"

THEME: TOWN LIFE

SUMMARY

The story is based on the map "Mombasa Island" and the exercise facing it (Children's Book, pages 120-1) and on "In a Restaurant"

(page 125). Ali's father has died. He comes on a dhow from his home in Iran as a cabin-boy, brining his family coffee-pot to sell. As the dhow sails into Mombasa, the Captain points out the landmarks to Ali. The dhowmen unload all the carpets and chests and take them into the Customs Hall. The Customs Officer doesn't charge Ali anything for his coffee-pot. Ali and the Captain walk round the town and come to a large crossroads marked on the Captain's map. Salim Road has been renamed Digo Road and the Captain is confused. Ali, who can't read, asks the Captain the direction of different roads (DRILL A). They eventually come to the tusks in Kilindini Road. Ali hopes to sell his coffee-pot in a nearby shop but the shopkeeper only offers him three shillings for it. Ali is very upset. He and the Captain choose something to eat in a restaurant (DRILL B). When the owner's wife sees the coffee-pot on the floor, she offers forty shillings for it. Ali is able to buy a lot of packets of tea and coffee for his mother and returns happily to the dhow.

LANGUAGE: BOOK 3 TERM 2 UNIT 2

DRILLS

(A) Conditional sentences

Example:-

What would you do if you wanted to .....? I'd go

1. ALI:

   (a) Would I go left, right or straight on to get to Salim Road?
   (Bell): .....
   CAPTAIN: (correct answer): You'd go left.

2. ALI:

   (a) Would I go left, right or straight on to get to Nyali Bridge?
   (Bell): .....
   CAPTAIN (correct answer) You'd go left.

3. ALI:

   (a) Would I go left, right or straight on to get to Fort Jesus?
   (b) Would I go left, right or straight on to get to the car ferry?
   (c) Would I go left, right or straight on to get to Buxton Road?

(B) Countable and uncountable nouns: *few*, a little.

1. CAPTAIN:

   (a) How much meat is there left?

(Bell): .....

OWNER'S WIFE: (correct answer) Only a little, but there are a few eggs.

2. CAPTAIN:

(a) How much chicken is there left?

(Bell): .....

OWNER'S WIFE (correct answer): Only a little, but there are a few onions.

3. CAPTAIN:

(a) How much fish is there left?

(b) How much rice is there left?

LESSON 5. "THE ROBBERY"

THEME: LOCAL GOVERNMENT

SUMMARY

Mrs Okuku's shop has been burgled and the Chief comes to investigate. Mrs Okuku is very upset and is not much help in answering the Chief's questions (DRILL A). She had gone to see her husband in town the previous afternoon and had left the shop and key to the safe in the hands of her assistant Daniel. The lock on the front door has not been broken and the safe, which her husband had bought her to replace the night watchman Luka, was opened with a key: Daniel is an obvious suspect. He appears, looking very tired. Although he sleeps next to the shop, he has heard nothing. Mrs Okuku is convinced he is not the thief; he used to drink but has stopped and has given her no other trouble. The Chief still suspects Daniel and goes to write his report while Daniel comforts Mrs Okuku (DRILL B). In his office, the Chief is interrupted by a visitor-Daniel-who says he couldn't have committed the theft as he had gone to a party and had returned very late, having drunk too much. He has witnesses but has been too ashamed to let Mrs Okuku hear the true story. The Chief is now very puzzled about the robbery: when he mentions the van the thieves used to escape. Daniel remembers seeing Luka working on it. The police hurry to Luka's house and, sure enough, find the stolen goods.

LANGUAGE: BOOK 3 TERM 2 UNIT 3

DRILLS

(A) Clauses introduced by "I've no idea" + how/when/who/whose/why

1. CHIEF:
   (a) How did the thieves get in?
   (Bell): .....
   MRS. OKUKU (correct answer): I've no idea how they got in.
2. CHIEF:
   (a) When did they break in?
   (Bell): .....
   MRS OKUKU (correct answer): I've no idea when they broke in.
3. CHIEF:
   (a) How did they get away?
   (b) Who did they get the information from?
   (c) Whose car did they use to escape in?
   (d) Why did no one hear them?

(B) Clauses introduced by "I can't see" + how/why/what.

1. MRS OKUKU:
   (a) Why did the thieves choose our shop?
   (Bell): .....
   DANIEL (correct answer): I can't see why they chose our shop either.
2. MRS OKUKU:
   (a) How are the police going to find them?
   (Bell): .....
   DANIEL (correct answer): I can't see how they're going to find either.
3. MRS OKUKU:
   (a) How did they get away so quickly?
   (b) Why didn't they go to the shop next?
   (c) What am I going to live on?

LESSON 6. "ON THE AIR"

THEME: RADIO

SUMMARY:

The programme is based on the story "Helping Hussein" (Children's Book, pages 157-61), on "Going to Market" (page 146) and the

"Radio Advertisements" (pages 155,156). Hussein hears about a "Walk for Development" on the radio news; his friends Ibrahim and Fatima explain more about it and persuade him to take part with them, in his wheel-chair. Many people offer to give money for development projects according to the number of kilometres Hussein completes. On the day of the walk, the three children arrive at the sports field early and look around at the crowd while they listen to the radio (DRILL A). They enjoy the first part of the walk although they are very tired by the time they reach the half way post, and feel too tired to join the long queues for free refreshments. They have no money to buy anything from a van and so instead sit on the grass and join in singing the advertising songs played by one van-driver (DRILLB). Many other people begin to sing too and the van-driver is so pleased about the amount of food and drink he is able to sell that he gives the children free refreshments. They continue on their way but suddenly Hussein has a punture. He tells the others to leave him butthey refuse. The van-driver appears and offers Hussein a lift, but Hussein realizes he would not then earn the money people had promised for development. The driver then tells the children to collect dried grass and he fills the tyre with it. Hussein is able to complete the walk thanks to the driver-and as he comes into the sports field with Ibrahim and Fatima, he is congratulated by the radio announcer on the news programme.

DRILLS

(A) Adjetival use of present participle.

1. RADIO ANNOUNCERS:

   (a) There's a sportsman. He's practising running.

   FATIMA: Where?

   (Bell): .....

   HUSSEIN (correct answer): Can't you see the sportsman practising running?

2. RADIO ANNOUNCER:

   (a) And there's a young woman. She's carrying a baby on her back.

   FATIMA: Where?

   (Bell): .....

   HUSSEIN (correct answer): Can't you see the young woman carrying a baby on her back?

3. RADIO ANNOUNCER:

(a) There's a boy. He's playing a guitar and singing songs.

(c) There's an M.P. He's wearing shorts and a big sun-hat.

(c) There's an old man. He's telling stories to the crowd.

(d) There's a girl. She's pushing a friend in a wheel-chair.

(B) It's they're + really/quite/rather + adjective; it's a really adj. noun + they're really + adj + noun: it's rather/quite a + adj. + noun/they're quite + adj. + noun.

(see Teacher's Book 3 Term 2 page 70).

CHILDREN SING:

1. Try Sun Juice, it's really sweet, really sweet, really sweet,
   Try Sun Juice, it's really sweet,
   It's really sweet drink when you're thirsty.
2. Buy Mambo chocolates, they're really cheap, really cheap, really chea
   Buy Mambo chocolates, they're really cheap
   They're really cheap sweets for your children.
3. Eat our meat pies, they're really fresh, really fresh, really fresh,
   Eat our meat pies, they're really fresh
   They're really fresh pies and they taste good.

LESSON 7 "A VISIT TO THE SHOW"

THEME: AGRICULTURE

SUMMARY

The Programme is based on the story "A Visit to the Show"(Children's Book, pages 190-3) and on "In a Restaurant" (page 125). Linda's mother agrees to let her go on a school outing to a big Agriculture Show-providing she looks after her little brother Sami. Linda is not very happy at the idea but Sami promises to be good. At the gate, Linda wants to visit each stall in turn but Sami suddenly catches sight of an old friend of his, Steven, and rushes off into the crowd. First, the two boys find a competing stall; there is a huge bottle of sweets and the competitor guessing nearest the correct number of sweets is the winner. The stall-man speaks to Steven, but Steven seems to have lost his tongue and does not reply (DRILL A). Sami suddenly realizes the reason for his shyness. Steven is ashamed he cannot write down his answer as Sami has, because he does not go to school.

He and Sami go to the tower and then to the T.V. stand and other stalls. They go to a refreshment stand and find out from the woman serving what food she has left (DRILL B). Before they buy anything, Steven suddenly remembers he has left a basket of shopping somewhere. He and Sami rush back to the tower and fortunately find it there. Then they hurry back to the entrance to the meeting place for Sami's school, although the crowd slows them down (DRILL C). Linda is waiting anxiously and angrily at the gate. Sami has seen everything and she nothing; she decides she will never take him anywhere again.

LANGUAGE: BOOK 3 TERM 2 UNIT 5

DRILLS

(A) Tell + N + where/how many/when/how/what/why + clause

1. MAN:
   (a) How many sweets are there?
   (Bell): .....
   SAMI (correct answer): Tell him how many sweets there are.
2. MAN:
   (a) Where do you come from?
   (Bell): .....
   SAMI (correct answer): Tell him where you come from.
3. MAN:
   (a) When did you get here?
   (b) How did you come?
   (c) What have you seen?
   (d) How much fish is there left?

(B) Countable and uncountable nouns: not much, not many,

1. SAMI:
   (a) How much ugali is there left?
   (Bell): .....
   WOMAN (correct answer): Not much.
2. SAMI:
   (a) How many bananas are there left?
   (Bell): .....
   WOMAN (correct answer): Not many.
3. SAMI:
   (a) How much meat is there left?
   (b) How many eggs are there left?

(c) How many onions are there left?

(d) How much fish is there left?

(C) Noun plurals, including irregulars: sheep, children, policemen.

1. STEVEN:

(a) That girl's in the way. I can't get past.

(Bell): .....

SAMI (correct answer) There are too many girls here.

2. STEVEN:

(a) That child's in the way. I can't followe you.

(Bell): .....

Sami (correct answer): There are too many children here.

3. STEVEN:

(a) That sheep's in the way. It keeps bumping into me

(b) That bicycle's in the way. I've just banged my leg.

(c) That lorry's in the way. I can't see your bus.

(d) That policeman's in the way. I can't see your sister.

LESSON 8. "4-K CLUBS"

THEME: AGRICULTURE

SUMMARY

The programme is based on the two pictures and story about Mr. Yussuf's shop (Children's Book, page 180; Teacher's Book pages 82-4) and on the shape-fitting exercise on page 173 of the Children's Book. Mr Yussuf employs a relative, Daktari to help him with his shop; but when Daktari re-arranges everything he isn't very pleased (DRILL A). Mr. Kimote, the leader of the 4-K Club, appears at the end of the scene and suggests Daktari should join his 4-K Club. He leaves behind a 4-K Club book, which Daktari reads; from it, he is able to make a seed-box which he takes to the meeting next day. Mr Kimote is very pleased that Daktari is able to answer a lot of questions at the meeting and also that he has made a seed-box. Just then, a rabbit escapes: Mr Kimote sees that Daktari could be very useful as a maker of seed-boxes and animal hutches. Daktari is elected Secretary of the Club and the following day he and Mr. Kimote work our the best entries for the Agriculture Show. They set up a 4-K corner in Mr Yussf's shop and Daktari sells his boxes for many different purposes, so that Mr Yussuf becomes very happy with his new assistant.

LANGUAGE: BOOK 3 TERM 2 UNIT 5

DRILLS

(A) Keep/put (See Children's Book, page 80).

1. MR YUSSUF:

(a) Where are the nails? I always keep them on the shelf.

(Bell): .....

DAKTARI (correct answer): I've put them on the counter.

2. MR YUSSUF:

(a) And where are the lamps? I always keep them on the counter.

(Bell): .....

DAKTARI (correct answer): I've put them on the wall.

3. MR YUSSUF:

(a) Where's the cattle food? I always keep it on the floor.

(b) Where are the seed potatoes? I always keep them on the floor.

(c) Where's the rope? I always keep them on the wall.

(d) Where are the knives? I always keep them on the shelf.

(B) Tell + N + who/whose + clause.

Example:-

Tell me who grew the sweetest mangoes.

1. DAKTARI:

(a) Class 1 - chickens.

(Bell): .....

MR KIMOTE (correct qhestion): Tell me whose chickens looked the healthiest, Daktari.

(Bell): .....

DAKTARI: Mung'ohe's.

2. DAKTARI:

(a) Class 2 - mangoes.

(Bell): .....

MR YUSSUF (correct question): Tell me who grew the sweetest mangoes, Daktari.

(Bell): .....

DAKTARI: Awori.

3. DAKTARI:

(a) Class 3 - maize.

(b) Class 4 - eggs

(c) Class 5 - rabbits

(d) Class 6 - passion fruit

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Lesson 2. "In the Dispensary"

Theme: Health and Hygiene

Summary.—The programme is based on the story "Nothing Wrong" which appears on pages 112-6 of the Children's Book, and the puzzle "Can you find them?" (page 110). The nurse in the dispensary is always kept very busy by patients like Mrs. Kelele, who often makes problems. She is a regular visitor and imagines she has every disease under the sun (DRILL A). On this occasion, she thinks she has been poisoned by a neighbour and goes outside to quarrel with her; just then Wanjiku and her grandmother arrive and are shown where to sit. Shortly afterwards, the doctor enters and asks the nurse what is wrong with the nine Primary School children who are waiting. The nurse tells him (DRILL B—*see* page 110 of Children's Book). The nurse is very anxious about Wanjiku's grandmother and wants her to see the doctor quickly (DRILL C). The old lady is taken inside and examined carefully but the doctor cannot find anything wrong with her. When Wanjiku hears the good news, she is not surprised—she is the one who is sick; her grandmother only came to wait with her!

Language: Book 2 Term 2 Unit 1

(A) *Comparatives with "More"*

1. NURSE:
   (*a*) Your feet seem very swollen.
   (Bell): _____
   MRS. KELELE (correct answer): But *mine* are more swollen.
2. NURSE:
   (*a*) Your back seems very bent.
   (Bell): _____
   MRS. KELELE (correct answer): But *mine* is more bent.
3. NURSE:
   (*a*) Your eyes seem very watery.
   (*b*) Your arm seems very bruised.
   (*c*) Your cough seems very serious.
   (*d*) Your ankles seem very painful.

(B) *"Whose" as a relative pronoun*

Example:—

The child whose nose often bleeds.

1. DOCTOR:
   (*a*) What's the matter with the girl on the left?
   (Bell): _____
   NURSE (correct answer): She's the girl whose finger's cut.
2. DOCTOR:
   (*a*) What's the matter with the boy on the right, on the box?
   (Bell): _____
   NURSE (correct answer): He's the boy whose knee hurts.
3. DOCTOR:
   (*a*) What's the matter with the boy with the handkerchief?
   (*b*) What's the matter with the boy with the glasses?
   (*c*) What's the matter with the boy on the right?
   (*d*) What's the matter with the boy on the left, on the box?

(C) *Superlatives in ———est*

1. DOCTOR:
   (*a*) Do you think she's very sick?
   (Bell): _____
   NURSE (correct answer): She looks the sickest here.
2. DOCTOR:
   (*a*) Do you think she's very old?
   (Bell): _____
   NURSE (correct answer): She looks the oldest here.
3. DOCTOR:
   (*a*) Do you think she's very weak?
   (*b*) Do you think she's very poor?
   (*c*) Do you think she's very unhappy?

Lesson 3. "Joseph in Town"

Theme: Town Life

Summary.—The programme is based on the story "Lost" (Children's Book, pages 126-9), "Seeing the Town" (page 122) and "Meeting at the Football Stadium" (page 130). Joseph, who lives in the country, is invited by his cousin Simon to spend his half-term holiday with him in the town; Joseph's father agrees for him to go. One day, Simon's mother needs some

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fish and Joseph offers to buy it at the market. He is very careful to take note of the way and cannot understand how he gets lost going home. A stranger tries to help him but Joseph does not know his cousin's address. After two hours, Simon appears; he points out to Joseph that there are two entrances to the market and he has confused them. The next day Simon has been promised a free ticket to a football match by a player called Nathan, if he will help him in his restaurant. Simon is worried that Joseph will get lost again if he arranges to meet him at the entrance to the Stadium. Joseph protests he won't but Simon says nothing. Joseph's promise turns out to be true (DRILL A). In the end they do make arrangements to meet outside (DRILL B—*see* Children's Book, page 122). When Joseph arrives a few minutes late there is no sign of Simon: instead he sees the stranger again. Simon arrives out of breath and apologetic, he explains his delay and Joseph tells Simon why he was late too (DRILL C). They all go into the match; the ball is kicked into the crowd and Joseph returns it to Nathan, who scores a beautiful goal. The stranger buys both boys something to drink to celebrate.

Language: Book 3 Term 2 Unit 2

Drills

(A) ***Reported speech*** **(N.B. indicates special stress).**

1. JOSEPH:

   (a) I'll find the way easily.

   (Bell): ————————————

   PRESENTER (correct answer): He said he'd find the way easily—but he didn't.

2. JOSEPH:

   (a) I won't get lost.

   (Bell): ————————————

   PRESENTER correct answer): He said he wouldn't get lost—but he did.

3. JOSEPH:

   (a) I'll remember the way.

   (b) I'll come back soon.

   (c) I won't take long.

   (d) I won't forget the roads.

(B) ***Reported speech—see*** Children's Book, page 122.

1. JOSEPH:

   (a) I'm looking for my cousin. He said he'd.

   (Bell): ————————————

   JOSEPH: He said he'd meet me at the Football Stadium.

2. JOSEPH:

   (a) He told me he'd.

   (Bell): ————————————

   JOSEPH: He told me he'd wait for me at the entrance and he'd show me round.

3. JOSEPH:

   (a) I thought he'd.

   (Bell): ————————————

   JOSEPH: I thought he'd bring his free ticket, we'd watch the game for half an hour and then walk back home.

(C) ***Conditional tense in sentences such as: The key wouldn't*** (see Children's Book, page 130).

1. SIMON: I wanted to pay for my meal quickly————

   (Bell): ————————————

   SIMON: but the waiter wouldn't bring the bill.

2. SIMON: I wanted to look at the time————

   (Bell): ————————————

   SIMON: —but my watch wouldn't work.

3. SIMON: I wanted to cross the road————

4. SIMON: I wanted to catch the bus————

5. JOSEPH: I wanted to lock the door————

6. JOSEPH: I wanted to ask the way————

7. JOSEPH: I wanted to get a free ticket————

8. JOSEPH: I wanted to wait inside————

Lesson 4. "Mombasa Island"

Theme: Town Life

Summary.—The story is based on the map "Mombasa Island" and the exercises facing it (Children's Book, pages 120-1) and on "In a Restaurant" (page 125). Ali's father has died. He comes on a dhow from his home in Iran as a cabin-boy, bringing his family coffee-pot to sell. As the dhow sails into Mombasa, the Captain points out the landmarks to Ali. The dhowmen unload all the carpets and chests and take them into the Customs Hall. The Customs Officer doesn't charge Ali anything for his coffee-pot. Ali and the Captain walk round the town and come to a large crossroads marked on the Captain's map. Salim Road has been renamed Digo Road

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and the Captain is confused. Ali, who can't read, asks the Captain the direction of different roads (DRILL A). They eventually come to the tusks in Kilindini Road. Ali hopes to sell his coffee-pot in a nearby shop but the shopkeeper only offers him three shillings for it. Ali is very upset. He and the Captain choose something to eat in a restaurant (DRILL B). When the owner's wife sees the coffee-pot on the floor, she offers forty shillings for it. Ali is able to buy a lot of packets of tea and coffee for his mother and returns happily to the dhow.

Language: Book 3 Term 2 Unit 2

Drills

(A) ***Conditional sentences.***

Example:—

What would you do if you wanted to———? I'd go

1. ALI:

(*a*) Would I go left, right or straight on to get to Salim Road?

(Bell): ————————————————

CAPTAIN (correct answer): You'd go left.

2. ALI:

(*a*) Would I go left, right or straight on to get to Nyali Bridge?

(Bell): ————————————————

CAPTAIN (correct answer): You'd go left.

3. ALI:

(*a*) Would I go left, right or straight on to get to Fort Jesus?

(*b*) Would I go left, right or straight on to get to the car ferry?

(*c*) Would I go left, right or straight on to get to Buxton Road?

(B) ***Countable and uncountable nouns: few, a little.***

1. CAPTAIN:

(*a*) How much meat is there left?

(Bell): ————————————————

OWNER'S WIFE (correct answer): Only a little, but there are a few eggs.

2. CAPTAIN:

(*a*) How much chicken is there left?

(Bell): ————————————————

OWNER'S WIFE (correct answer): Only a little but there are a few onions.

3. CAPTAIN:

(*a*) How much fish is there left?

(*b*) How much rice is there left?

Lesson 5. "The Robbery"

Theme: Local Government

Summary.—Mrs. Okuku's shop has been burgled and the Chief comes to investigate. Mrs. Okuku is very upset and is not much help in answering the Chief's questions (DRILL A). She had gone to see her husband in town the previous afternoon and had left the shop and key to the safe in the hands of her assistant Daniel. The lock on the front door has not been broken and the safe, which her husband had bought her to replace the night watchman Luka, was opened with a key: Daniel is an obvious suspect. He appears, looking very tired. Although he sleeps next to the shop, he has heard nothing. Mrs. Okuku is convinced he is not the thief; he used to drink but has stopped and has given her no other trouble. The Chief still suspects Daniel and goes to write his report while Daniel comforts Mrs. Okuku (DRILL B). In his office, the Chief is interrupted by a visitor—Daniel—who says he couldn't have committed the theft as he had gone to a party and had returned very late, having drunk too much. He has witnesses but has been too ashamed to let Mrs. Okuku hear the true story. The Chief is now very puzzled about the robbery; when he mentions the van the thieves used to escape, Daniel remembers seeing Luka working on it. The police hurry to Luka's house and, sure enough, find the stolen goods.

Language: Book 3 Term 2 Unit 3

Drills

(A) *Clauses introduced by "I've no idea" + how/when/who/whose/why.*

1. CHIEF:

(*a*) How did the thieves get in?

(Bell): ————————————————

MRS. OKUKU (correct answer): I've no idea how they got in.

2. CHIEF:

(*a*) When did they break in?

(Bell): ————————————————

MRS. OKUKU (correct answer): I've no idea when they broke in.

3. CHIEF:

(*a*) How did they get away?

(*b*) Who did they get the information from?

(*c*) Whose car did they use to escape in?

(*d*) Why did no one hear them?

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(B) *Clauses introduced by "I can't see" + ho vhy/what.*

1. MRS. OKUKU:

(*a*) Why did the thieves choose our shop?

(Bell): ———————————

DANIEL (correct answer): I can't see why they chose our shop either.

2. MRS. OKUKU:

(*a*) How are the police going to find them?

(Bell): ———————————

DANIEL (correct answer): I can't see how they're going to find them either.

3. MRS. OKUKU:

(*a*) How did they get away so quickly?

(*b*) Why didn't they go to the shop next door?

(*c*) What am I going to live on?

Lesson 6. "On the Air"

Theme: Radio

Summary.—The programme is based on the story "Helping Hussein" (Children's Book, pages 158-61), on "Going to Market" (page 146) and the "Radio Advertisements" (pages 155, 156). Hussein hears about a "Walk for Development" on the radio news; his friends Ibrahim and Fatima explain more about it and persuade him to take part with them, in his wheel-chair. Many people offer to give money for development projects according to the number of kilometres Hussein completes. On the day of the walk, the three children arrive at the sports field early and look around at the crowd while they listen to the radio (DRILL A). They enjoy the first part of the walk although they are very tired by the time they reach the half way post, and feel too tired to join the long queues for free refreshments. They have no money to buy anything from a van and so instead sit on the grass and join in singing the advertising songs played by one van-driver (DRILL B). Many other people begin to sing too and the van-driver is so pleased about the amount of food and drink he is able to sell that he gives the children free refreshments. They continue on their way but suddenly Hussein has a puncture. He tells the others to leave him but they refuse. The van-driver appears and offers Hussein a lift, but Hussein realizes he would not then earn the money people had promised for development. The driver then tells the children to collect dried grass and he fills the tyre with it. Hussein is able to complete the walk thanks to the driver—and as he comes into the sports field with Ibrahim and Fatima, he is congratulated by the radio announcer on the news programme.

Drills

(A) *Adjectival use of present participle.*

1. RADIO ANNOUNCER:

(*a*) There's a sportsman. He's practising running.

FATIMA: Where?

(Bell): ———————————

HUSSEIN (correct answer): Can't you see the sportsman practising running?

2. RADIO ANNOUNCER:

(*a*) And there's a young woman. She's carrying a baby on her back.

FATIMA: Where?

(Bell): ———————————

HUSSEIN (correct answer): Can't you see the young woman carrying a baby on her back?

3. RADIO ANNOUNCER:

(*a*) There's a boy. He's playing a guitar and singing songs.

(*b*) There's an M.P. He's wearing shorts and a big sun-hat.

(*c*) There's an old man. He's telling stories to the crowd.

(*d*) There's a girl. She's pushing a friend in a wheel-chair.

(B) *It's they're + really/quite/rather + adjective; it's a really adj. noun + they're really + adj. + noun; it's rather/quite a + adj. + noun/they're quite + adj. + noun.*

(*See* Teacher's Book 3 Term 2 page 70).

CHILDREN SING:

1. Try Sun Juice, it's really sweet, really sweet, really sweet,
Try Sun Juice, it's really sweet,
It's a really sweet drink when you're thirsty.

2. Buy Mambo chocolates, they're really cheap, really cheap, really cheap,
Buy Mambo chocolates, they're really cheap,
They're really cheap sweets for your children.

3. Eat our meat pies, they're really fresh, really fresh, really fresh,
Eat our meat pies, they're really fresh,
They're really fresh pies and they taste good.

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Lesson 7. "A Visit to the Show"

Theme: Agriculture

Summary.—The programme is based on the story "A Visit to the Show" (Children's Book, pages 190-3) and on "In a Restaurant" (page 125). Linda's mother agrees to let her go on a school outing to a big Agricultural Show—providing she looks after her little brother Sami. Linda is not very happy at the idea but Sami promises to be good. At the gate, Linda wants to visit each stall in turn but Sami suddenly catches sight of an old friend of his, Steven, and rushes off into the crowd. First, the two boys find a competition stall; there is a huge bottle of sweets and the competitor guessing nearest the correct number of sweets is the winner. The stall-man speaks to Steven, but Steven seems to have lost his tongue and does not reply (DRILL A). Sami suddenly realizes the reason for his shyness. Steven is ashamed he cannot write down his answer as Sami has, because he does not go to school. He and Sami go to the tower and then to the T.V. stand and other stalls. They go to a refreshment stand and find out from the woman serving what food she has left (DRILL B). Before they buy anything, Steven suddenly remembers he has left a basket of shopping somewhere. He and Sami rush back to the tower and fortunately find it there. Then they hurry back to the entrance to the meeting place for Sami's school, although the crowd slows them down (DRILL C). Linda is waiting anxiously and angrily at the gate. Sami has seen everything and she nothing; she decides she will never take him anywhere again.

Language: Book 3 Term 2 Unit 5

Drills

(A) *Tell + N + where/how many/when/how/what/why + clause.*

1. MAN:
   (*a*) How many sweets are there?
   (Bell): _____
   SAMI (correct answer): Tell him how many sweets there are.

2. MAN:
   (*a*) Where do you come from?
   (Bell): _____
   SAMI (correct answer): Tell him where you come from.

3. MAN:
   (*a*) When did you get here?
   (*b*) How did you come?
   (*c*) What have you seen?
   (*d*) How much fish is there left?

(B) *Countable and uncountable nouns: not much, not many.*

1. SAMI:
   (*a*) How much ugali is there left?
   (Bell): _____
   WOMAN (correct answer): Not much.

2. SAMI:
   (*a*) How many bananas are there left?
   (Bell): _____
   WOMAN (correct answer): Not many.

3. SAMI:
   (*a*) How much meat is there left?
   (*b*) How many eggs are there left?
   (*c*) How many onions are there left?
   (*d*) How much fish is there left?

(C) *Noun plurals, including irregulars: sheep, children, policemen.*

1. STEVEN:
   (*a*) That girl's in the way. I can't get past.
   (Bell): _____
   SAMI (correct answer): There are too many girls here.

2. STEVEN:
   (*a*) That child's in the way. I can't follow you.
   (Bell): _____
   SAMI (correct answer): There are too many children here.

3. STEVEN:
   (*a*) That sheep's in the way. It keeps bumping into me.
   (*b*) That bicycle's in the way. I've just banged my leg.
   (*c*) That lorry's in the way. I can't see your bus.
   (*d*) That policeman's in the way. I can't see your sister.

Lesson 8. "4-K Clubs"

Theme: Agriculture

Summary.—The programme is based on the two pictures and story about Mr. Yussuf's shop (Children's Book, page 180; Teacher's Book, pages 82-4) and on the shape-fitting exercise on page 173 of the Children's Book. Mr. Yussuf employs a relative, Daktari to help him with his shop; but when Daktari re-arranges everything he isn't very pleased (DRILL A). Mr. Kimoto,

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the leader of the 4-K Club, appears at the end of the scene and suggests Daktari should join his 4-K Club. He leaves behind a 4-K Club book, which Daktari reads; from it, he is able to make a seed-box which he takes to the meeting next day. Mr. Kimote is very pleased that Daktari is able to answer a lot of questions at the meeting and also that he has made a seed-box. Just then, a rabbit escapes: Mr. Kimote sees that Daktari could be very useful as a maker of seed-boxes and animal hutches. Daktari is elected Secretary of the Club and the following day he and Mr. Kimote work out the best entries for the Agricultural Show. They set up a 4-K corner in Mr. Yussuf's shop and Daktari sells his boxes for many different purposes, so that Mr. Yussuf becomes very happy with his new assistant.

Language: Book 3 Term 2 Unit 5

Drills

(A) *Keep/put* (*see Children's Book, page* 80).

1. MR. YUSSUF:

(*a*) Where are the nails? I always keep them on the shelf.

(Bell): _____

DAKTARI (correct answer): I've put them on the counter.

2. MR. YUSSUF:

(*a*) And where are the lamps? I always keep them on the counter.

(Bell): _____

DAKTARI (correct answer): I've put them on the wall.

3. MR. YUSSUF:

(*a*) Where's the cattle food? I always keep it on the floor.

(*b*) Where are the seed potatoes? I always keep them on the floor.

(*c*) Where's the rope? I always keep it on the wall.

(*d*) Where are the knives? I always keep them on the shelf.

(B) *Tell + N + who/whose + clause.*

Example:—
Tell me who grew the sweetest mangoes.

1. DAKTARI:

(*a*) Class 1 — chickens.

(Bell): _____

MR. KIMOTE (correct question): Tell me whose chickens looked the healthiest, Daktari.

(Bell): _____

DAKTARI: Mung'ohe's.

2. DAKTARI:

(*a*) Class 2 — mangoes.

(Bell): _____

MR. YUSSUF (correct question): Tell me who grew the sweetest mangoes, Daktari.

(Bell): _____

DAKTARI: Awori.

3. DAKTARI:

(*a*) Class 3 — maize.

(*b*) Class 4 — eggs.

(*c*) Class 5 — rabbits.

(*d*) Class 6 — passion fruit.

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ENGLISH

Term 2

Primary Std. Vi

Safari Course: Book 3—Part 2

Lesson 1. "A Cure for Charles"

Theme: Health and Hygiene

Summary.—The programme is adapted from the play "A Cure for Charles", which appears in the Children's Book, pages 104-9. Charles does not want to go to school because he has not finished his arithmetic homework and so pretends to be sick. Agnes, his sister, realizes he is only pretending. Their cousins Hepsibah and John call, and Agnes asks them in a whisper how she can persuade him to get up. Telling him to close his eyes in case the disease makes him blind, Hepsibah and John say they will fetch a clever doctor who has recently moved into the district, and they leave the room. While they are outside, Charles asks Agnes what kind of treatment he should follow (Drill A). John and Hepsibah return; John pretends he is a doctor and says he remembers a similar case although Charles' is more serious (Drill B). He decides he will fetch a sharp knife, panga and saw to operate. Charles immediately "recovers", telling Agnes how much better he feels (Drill C) and gets up at once to play outside.

Language: Book 3 Term 2 Unit 1

Drills

(A) *Tell + N + what/where/when to* ————————

Example:—

The doctor will tell you what to eat.

1. Charles:

(*a*) Shall I eat bananas or sweets?

(Bell): ————————————

Agnes (correct answer): The doctor will tell you what to eat.

2. Charles:

(*a*) Shall I go to the hospital or the dispensary?

(Bell): ————————————

Agnes (correct answer): The doctor will tell you where to go.

3. Charles:

(*a*) Shall I take medicine before or after breakfast?

(*b*) Shall I lie in the sun or the shade?

(*c*) Shall I go ——— to school this week or next week?

(*d*) Shall I take soda or milk?

(B) *Degrees of comparison: ——— as, ———er and irregulars.*

1. Hepsibah:

(*a*) Is this patient's temperature as high as the other man's?

(Bell): ————————————

John (correct answer): It is higher.

2. Hepsibah:

(*a*) Are his eyes as dull as the other man's?

(Bell): ————————————

John (correct answer): They're duller.

3. Hepsibah:

(*a*) Is his pulse as fast as the other man's?

(*b*) Is his back as bad as the other man's?

(*c*) Is his voice as weak as the other man's?

(*d*) Are his hands as hot as the other man's?

(C) *Degrees of comparison: comparatives in ———er and irregulars; adjectives, opposites.*

1. Agnes:

(*a*) Your temperature was *high.*

(Bell): ————————————

Charles (correct answer): But it's much lower now.

2. Agnes:

(*a*) Your eyes were *dull.*

(Bell): ————————————

Charles (correct answer): But they're much brighter now.

3. Agnes:

(*a*) Your pulse was *fast.*

(*b*) Your back was *bad.*

(*c*) Your voice was *weak.*

(*d*) Your hands were *hot.*

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